

CLASSROOM OBSERVATION

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|----------------------|---------------|
| Student Name _____ | Monitor _____ |
| Census Number _____ | Teacher _____ |
| PEA _____ | School _____ |
| Parent Phone # _____ | _____ |

1. Using the IEP list the student needs found in the present levels of performance (PLEP), the IEP goals, and the services, adaptations, and supports.

| <u>PLEP (Needs)</u> | <u>Goals</u> | <u>Services/Adaptations/Supports</u> |
|---------------------|--------------|--------------------------------------|
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2. Is there a clear correlation between the needs, goals, and services listed on the IEP? **I O**
If **NO**, ask the IEP team about these possible concerns after question 1, page 2, for clarification.

Record Observational Notes:

3. Instructional adaptations (modifications or accommodations) were provided during the observation.
4. Specialized equipment and materials (assistive technology services or devices) were utilized or were available for this student.
5. Supports for school personnel were provided as described in the IEP.

IV.B.5
I O U

IV.B.6
I O U

IV.B.7
I O U

IEP TEAM INTERVIEWS

Instructions: Interview the members of the most recent IEP team for this student. The interviews may be conducted in person or by telephone. Document team members interviewed and their involvement in IEP development by recording information on the right side of the grid.

1. Do you have a copy of or access to _____'s IEP?

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|---|--|
| Student | |
| Parent | |
| Reg Ed Teacher | |
| Sp. Ed. Teacher | |
| PEA Rep | |
| Person to interpret instructional implications of evaluations | |

2. How did the team use the AZ Academic Standards and the results of statewide assessments in the development of the IEP (language arts, math, behavior, transition planning, modification strategies, etc.)?

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|---|--------------------------------|
| Student | |
| Parent | |
| Reg. Ed. Teacher | |
| Sp. Ed. Teacher | |
| PEA Rep | |
| Person to interpret instructional implications of evaluations | |
| | III.B.4.e I O |

3. What individual factors did the team consider in determining the need for services?

| | |
|---|---|
| Student | |
| Parent | |
| Reg. Ed. Teacher | |
| Sp. Ed. Teacher | |
| PEA Rep. | |
| Person to interpret instructional implications of evaluations | <div style="border: 1px solid black; padding: 5px; display: inline-block;"> U = See last item </div> |

4. What factors did the team consider in determining participation in, and adaptations for, the AIMS and Stanford Achievement Test?

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|---|---|
| Student | |
| Parent | |
| Reg. Ed. Teacher | |
| Sp. Ed. Teacher | |
| PEA Rep. | |
| Person to interpret instructional implications of evaluations | <div style="border: 1px solid black; padding: 5px; display: inline-block;"> III.B.4.o I O </div> |

5. What factors did the team consider in determining the need for extended school year?

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|---|--|--------------------------------|
| Student | | |
| Parent | | |
| Reg. Ed. Teacher | | |
| Sp. Ed. Teacher | | |
| PEA Rep. | | |
| Person to interpret instructional implications of evaluations | | III.B.4.k I O |

6. Are all the services written in the IEP being provided (including related services, specialized materials, and equipment/assistive technology, modifications in the regular classroom, transition services, etc.)?

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|---|--|-----------------------------|
| Student | | |
| Parent | | |
| Reg. Ed. Teacher | | |
| Sp. Ed. Teacher | | |
| PEA Rep. | | |
| Person to interpret instructional implications of evaluations | | IV.B.2 I O |

7. If any services written in the IEP have not been provided, what action was taken by the school? For Transition, this includes services to be provided by agencies other than the school.

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|---|--|-------------------------------|
| Student | | |
| Parent | | |
| Reg. Ed. Teacher | | |
| Sp. Ed. Teacher | | |
| PEA Rep. | | |
| Person to interpret instructional implications of evaluations | | IV.B.3 I O U |

8. Will _____ achieve his/her IEP goals (in reading, math, behavior, etc.) this year? If not, what is being done?

| | | |
|---|--|---------------------------------|
| Student | | |
| Parent | | |
| Reg. Ed. Teacher | | |
| Sp. Ed. Teacher | | |
| PEA Rep. | | |
| Person to interpret instructional implications of evaluations | | III.B.10.b I O |

Interviewer Summary

From all of the responses, identify the strengths of the IEP process for this student.

From all of the responses, identify the weaknesses of the IEP process for this student.

Did the parent have the opportunity to actively participate in the development of the IEP?

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| <p>V.B.2.f I O</p> |
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Based on observation, review of file, and interview process. Does the IEP reflect all of this student's needs?

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| <p>III.B.12 I O</p> |
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